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# QTR BULLETIN

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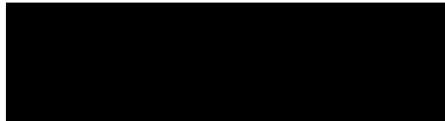
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The Office of Training thanks you for your support in 1964 and wishes you a Merry Christmas and a Happy New Year.



Matthew Baird  
Director of Training

25X1A

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## CONTENTS

Bulletin Board	1
Lack of Linguistic Skills	9
Career Education Awards	12
Spring Semester Off-Campus Program	14
Army War College	17
Developing Patterns in Supervision	21
Non-Agency Training	25
OTR Calendar	35
Office of Training Directory	39
Directory of Training Officers	40

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## IN THIS ISSUE ....

The views of an instructor in the Language and Area School on how a lack of linguistic skills hurts the U. S. at home and abroad are summarized on page 9.

Are you familiar with the Career Education Awards sponsored by the National Institute of Public Affairs? If not, read the article on page 12.

A schedule of courses offered during the spring semester of the Off-Campus Program, along with registration dates and tuition costs, are given on page 14.

The Army War College, a Senior Defense College to which the Agency sends a representative each year, is reviewed on page 17.

If you are interested in learning what Management Training in OTR considers to be the developing patterns in supervision, read the article on page 21.

And, as usual, the latest listings on non-Agency training, the Bulletin Board with last minute information of interest to Training Officers and Agency employees alike, along with the OTR calendar of courses, Directory of Training Officers, and this month, an up-dated OTR Directory.

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# BULLETIN BOARD

NEW  
TRAINING  
OFFICERS

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T, Room 3E-30; extension

Room 414, 1717 H Street;

Room 4E-71; extension 7661.

Room 2E-61; extension 5401.

OTR  
SCHEDULE  
CHANGES  
Jan - Jun '65

Please note the following information on your copies of the OTR Schedule of Courses, January - June 1965, which was distributed at the end of October:

1. Counterintelligence Familiarization originally scheduled to be run from 4-15 January is now changed to 11-22 January in Room 703 Broyhill.
2. Communist Party Organization and Operations will be run part time from 29 March - 16 April in Room 701 Broyhill. An additional running is scheduled full time from 14-25 June in Room 403 Broyhill.
3. USSR - Basic Country Survey, scheduled for 29 March - April, will run full time in Room 403 Broyhill.
4. Support Services (for JOTs only) will be given only twice a year; hence the April - June running is canceled.
5. Effective Speaking for January and March will be for selected senior officers only.

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LOGISTIC SUPPORT COURSE 3 - 24 Feb      The next Logistics Support Course will be given from Wednesday, 3 February, through Wednesday, 24 February, in 1322 R&S Building. Registration is made directly with the TO/OL, [REDACTED] on extension 2596.

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SCHEDULE OF NATIONAL INTER-DEPARTMENTAL SEMINARS AT FSI      The projected schedule of the NIS for the period January 1965 - May 1966 is:

25 January - 19 February 1965  
5 April - 30 April  
14 June - 9 July  
26 July - 20 August  
13 September - 8 October  
25 October - 19 November  
17 January - 11 February 1966  
14 March - 8 April  
2 May - 27 May

Training Officers should send biographic information on candidates for each course to C/AIB/RS/TR, 832 Broyhill, in sufficient time for preparation of summaries to be used by the Director of Training in determining those eligible for the course. The Form 136, "Request for Training at Non-CIA Facility," on which application is made, can be sent under separate cover to C/ETB/RS/TR through CCS/DDP.

Biographic information required is: full name, age, GS grade, years in the Agency, military rank (if any), education - including baccalaureate degree(s), major discipline(s) and school(s), Agency assignments (dates, position titles, etc.) and the employee's next assignment. (His training record is provided by AIB.) A biographic profile which contains all but the item on next assignment is acceptable.

ROUNDTABLE MEETINGS OF THE AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION Jan - Apr      Roundtable meetings of the American Society for Public Administration will be held on the second Wednesday in January, February, March and April from 7:30 - 9:00 p.m. in the FAA auditorium, 3rd floor, 800 Independence Avenue. Meetings are open to the public. No registration is required. Subjects will be:

- How practical is job redesign as a means of achieving better manpower management in Government?
- How effective are standards for determining the "correct" staffing levels in governmental organizations?
- Can better manpower management be achieved in Government by rigid organizational control?
- Should there be separate organizational elements in Federal agencies responsible for manpower management?

If you wish to know the subject of the roundtable discussion on a particular Wednesday, call [REDACTED] on extension 3101. She will have this information about two weeks in advance of a meeting.

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AMENDMENTS  
IN  
NATIONAL  
DEFENSE  
EDUCATION  
ACT

Extension of funds through the National Defense Education Act (NDEA), which was originally passed by the Congress in 1958, was passed during the last session of the 88th Congress. Undergraduate loans proved so popular that the demand exceeded available funds; the latter has now been increased from \$95,000,000 to \$135,000,000. And, Congress also raised the limit on funds available at an institution from \$250,000 to \$800,000. The previous limitation caused several larger universities to grant far fewer loans than there were applicants or to spread the money very thinly.

Congress went further in its amending the Act by raising the total available to \$163.3 million in the current fiscal year, \$179.3 million in 1966, \$190 million in 1967, and \$195 million in 1968. The institutional ceiling on individual loans was removed entirely, and the yearly limit for professional and graduate students was raised from \$1000 to \$2500. The total limit for loans to such students was doubled to \$10,000.

Previously, special preference in granting loans was given to prospective elementary school teachers and to

students with superior background in science, engineering, mathematics, and foreign languages. The amended law requires only that priority is given to students with "superior academic background."

The "forgiveness" feature of the loan program, which permits cancellation of up to 50 percent of a loan for a borrower who teaches in public schools for 5 years, has been extended to include teachers in private elementary and secondary schools and those in institutions of higher education.

The number of NDEA graduate fellowships has been raised sharply, from the old rate of 1500 a year, to 3000 for the current fiscal year, 6000 in 1966, and 7500 in 1967 and also in 1968. The fellowship section in the original bill was designed to increase the supply of college teachers and it is required that the fellowships be granted only in new or expanded departments. As amended, the expansionary requirements are modified so that only half of the fellowships need be awarded this year in new or expanding departments and one-third of them in the following 3 years. The amended section, however, puts a sharper point on the proviso on career intentions, specifying that "recipients of fellowships... shall be persons who are interested in teaching or continuing to teach, in institutions of higher education, and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or equivalent degree."

Funds distributed to the states for guidance, testing, and counseling are increased from a present level of \$17.5 annually to \$24 million for fiscal '65 and by steps to \$30 million a year in 1968.

The most controversial changes in the final version of the bill were those made in the section authorizing training institutes for teachers. NDEA institutes were limited originally to teachers and supervisors of modern foreign languages and guidance personnel.

The new NDEA amendments expand the authorization to include institutes for teachers and supervisors of reading,



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history, geography, English, and of "disadvantaged youth," school library personnel, and "education media specialists."

COMPARATIVE  
GUIDE  
TO  
AMERICAN  
COLLEGES

Comparative Guide to American Colleges is a new book compiled by James Cass, an associate editor of the Saturday Review, and Max Birnbaum, Director of Education for the American Jewish Committee. The book covers the more than 1200 accredited four-year colleges in the United States, giving information about academic pressures, number of students who go on to graduate school, social life, etc. It contains a "selectivity index" listing the 19 most selective, 41 highly selective, and 139 selective colleges. The Admissions and Information Branch, Registrar Staff, has a copy of this book in Room 839 Broyhill if you wish to refer to it. [REDACTED] will answer telephone inquiries on extension 3101.

Note of Caution from the Registrar: The idea of a "selectivity index" is appealing, but these ratings certainly require further evaluation before any parent makes a commitment of some financial magnitude based on these findings.

MANUALS  
ON  
INTELLIGENCE  
REPOSITORIES  
AND  
INTELLIGENCE  
INFORMATION  
COLLECTION

Many requests have been received from Agency employees for Volumes III and V, two new texts on intelligence repositories and intelligence information collection, announced in the October-November issue of the OTR Bulletin, page 4. Unfortunately, the printing of Volume V has been delayed, but the Intelligence Production Faculty, Intelligence School, is keeping a record of all requests and copies will be mailed as soon as they are available.

For immediate reference, the volumes are:

- Volume II - Planning of Research Projects
- Volume III - Intelligence Repositories
- Volume IV - Assembly of Data by Analysts
- Volume V - Intelligence Information Collection Programs
- Volume VI - The Analytical Process
- Annex I - Analysts' Files

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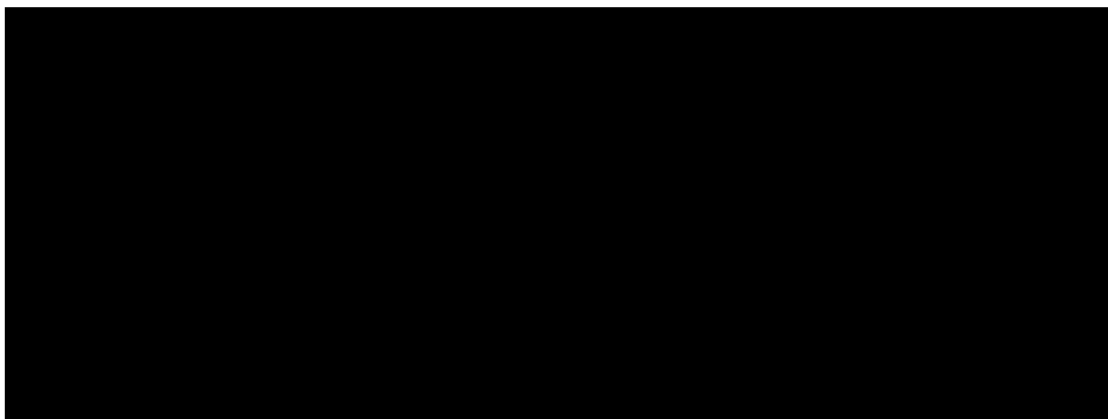
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Copies of these volumes may be obtained by calling  
the IPF/OTR on extension 2452.

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The course is intended primarily for experienced Clan-  
destine Services Officers, Grade GS-10 and above.

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For additional information on the course, call Mr.  
[REDACTED] Chief Instructor, on extension 2141.  
For information pertaining to registration, call AIB on  
extension 2365.

RADIO  
LECTURE  
SERIES  
ON THE  
COMMUNIST  
WORLD

Dr. Kurt London, Director of the Institute for Sino-  
Soviet Studies at George Washington University, will  
be the host at 10:35 p.m. on WTOP for the following  
series of lectures on the Communist World:

<u>Date</u>	<u>Subject</u>	<u>Speaker</u>
13 Dec	Is There Still a Sino- Soviet Alliance?	Dr. Harold Hinton, Institute for Sino- Soviet Studies, GWU
20 Dec	USSR and Arms Control	Dr. Thomas Wolfe, Institute for Sino- Soviet Studies, GWU
27 Dec	Changes in Eastern Europe	Dr. Bela Maday, Institute for Sino- Soviet Studies, GWU

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3 Jan	Soviet Public Opinion	Dr. Ralph White, Institute for Sino-Soviet Studies, GWU
10 Jan	Sino-Soviet Policy in Southeast Asia	Mr. Robert Boyd, Institute for Sino-Soviet Studies, GWU
17 Jan	Sino-Soviet Policy in South Asia	Dr. Gene Overstreet, Institute for Sino-Soviet Studies, GWU
20 Jan	North Korea Between Moscow and Peking	Dr. Pyo Wook Han, Institute for Sino-Soviet Studies, GWU
31 Jan	Problems of Communist Economic Systems	Mr. Paul Gekker, Lecturer in Economics, GWU
7 Feb	The Creative Artist in Soviet Society	Mrs. Helen Yakobson, Associate Professor of Russian and Chairman of the Dept. of Slavic Languages and Literatures, GWU
14 Feb	The Impact of Communist Practices in Africa	Dr. Benjamin Nimer, Associate Professor of Political Science, GWU

SCHEDULE OF  
PRETESTS FOR  
OTR CLERICAL  
REFRESHER  
COURSES

Purpose : To determine the level of shorthand or typing course for which an employee is qualified.

Place : 2103 Washington Building Annex, Arlington Towers.

Time : 0920 hours on the scheduled date.

Registration : Form 73 is sent to AIB/RS/TR for Clerical Refresher Course. AIB then registers employee with Clerical Training/IS/TR for pretest.

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Dates of Courses and Tests :	<u>11 January - 5 February course</u> Pretest 6 January -- typewriting 7 January -- SHORTHAND  <u>15 February - 12 March course</u> Pretest 10 February -- typewriting 11 February -- SHORTHAND  <u>22 March - 16 April</u> Pretest 17 March -- typewriting 18 March -- SHORTHAND  <u>26 April - 21 May course</u> Pretest 21 April -- typewriting 22 April -- SHORTHAND  <u>1 June - 25 June course</u> Pretest 26 May -- typewriting 27 May -- SHORTHAND
------------------------------------	--

AGENCY QUALIFICATIONS TESTS-FOR CLERICALS	Purpose : To qualify employees for positions as Agency typists or stenographers.  Place : 2103 Washington Building Annex, Arlington Towers.  Registration : Training Officer calls Clerical Train- ing Office directly; extension 2100.  Time and Day of Test : Given to the Training Officer when he registers his employee.  Dates :	<table border="0"> <tr> <td><u>Typewriting</u></td> <td><u>SHORTHAND</u></td> </tr> <tr> <td>4 January</td> <td>5 January</td> </tr> <tr> <td>25 January</td> <td>26 January</td> </tr> <tr> <td>8 February</td> <td>9 February</td> </tr> <tr> <td>1 March</td> <td>2 March</td> </tr> <tr> <td>15 March</td> <td>16 March</td> </tr> <tr> <td>5 April</td> <td>6 April</td> </tr> <tr> <td>19 April</td> <td>20 April</td> </tr> <tr> <td>10 May</td> <td>11 May</td> </tr> <tr> <td>24 May</td> <td>25 May</td> </tr> <tr> <td>14 June</td> <td>15 June</td> </tr> <tr> <td>28 June</td> <td>29 June</td> </tr> </table>	<u>Typewriting</u>	<u>SHORTHAND</u>	4 January	5 January	25 January	26 January	8 February	9 February	1 March	2 March	15 March	16 March	5 April	6 April	19 April	20 April	10 May	11 May	24 May	25 May	14 June	15 June	28 June	29 June
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## LACK OF LINGUISTIC SKILLS



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Dr. George Winchester Stone, executive secretary of the Modern Language Association of America, had this to say in a statement prepared for the 87th Congress in 1962: "With all the improvement... in terms of increased enrollment, early beginnings, longer sequences, and the study of an increasing variety of languages, we in the United States are still one of the least-developed countries of the world linguistically."

Proof of the charge by the Language Association's Dr. Stone is found in the depressing returns in a nose count of language skills conducted last year by the Center for Applied Linguistics in Washington, D. C. A total of 1,875 questionnaires was distributed to university teachers and

students, language specialists, missionaries, and even housewives, to locate Americans familiar with non-Western languages. Ten persons claimed knowledge of Albanian, the tongue of one of Red China's chief allies in the Sino-Soviet rift. Only six persons indicated familiarity with Tibetan, an equal number with Cambodian, and four with Laotian. Chinese, spoken in various forms by almost 750,000,000 people, was claimed by 352 individuals, of whom a mere 47 noted advanced or native mastery. Arabic, key idiom of the Middle East, was reported by 144, only one-third of them declaring real fluency. The picture was bleakest for Africa south of the Sahara, where over 800 distinct tongues are spoken. Of the 39 Americans who noted knowledge of 40 of these idioms, only 5 described themselves as fluent.

In spite of much lip service, the fact is that foreign languages have not been fully accepted into the American school curriculum. According to the Modern Language Association surveys, little more than 20 percent of our public secondary school youngsters are studying a second tongue--in contrast with 1914, when well over 40 percent were so enrolled. In our colleges several hundred thousand youngsters are "taking" foreign languages, but due to oversized classes and lack of opportunities for practice, only the tiniest minority of them graduate with the ability even to order a meal in French, German, Spanish, or Russian.

#### Children Miss Opportunity

Worst of all, we are just about the only civilized land that fails to take advantage of childhood, the golden age for language learning. With his flexible speech organs, lack of inhibitions, and marvelous ability to imitate, a child can pronounce Chinese, Persian, or Urdu with equal ease and perfection. Yet, sad to relate, barely 4 percent of our public school pupils get a crack at a second tongue.

#### No Magic Solutions

There are not magic solutions. A working knowledge of a language takes hundreds of hours of patient practice with a skilled instructor, and there is no short cut. Nor is there any way to secure the sort of language facilities we need without long-range planning.

What is sorely needed is a blueprint that will gear language training to present-day requirements in international communication. If small nations like Denmark, Luxembourg, and Norway can provide their public-school graduates with a knowledge of two or three foreign tongues, there is no reason why a great country like ours cannot provide at least one.

Such a blueprint would aim at equipping every average high school pupil with a basic speaking, reading, and writing knowledge of at least one major world tongue by the time he receives his diploma. He would begin language study in the elementary school by the fifth grade and would continue it for a minimum of six years.

#### Skills, Not Credits

College would offer opportunities for advanced work and the study of such related subjects as the literature, geography, history, economics, and social structure of the countries whose languages he has studied. Government, armed forces, and private industry would continue to operate their own schools for such specialties as translation, interpreting, and foreign-commerce practices, but would be relieved of the burden of teaching the elementary phase of such common languages as French, Spanish, German, and Russian.

This approach to language teaching wouldn't necessarily follow any rigid pattern, but would emphasize the acquisition of lingual skills rather than of "credits." Up-to-date texts and the resources of modern science, including electronic devices and automated teaching, would be put at the disposal of the teacher, whose own training would be made far more rigorous than it is today. Like any professional practitioner, he would have to prove knowledge not only of his language of specialization, but also of the culture of its speakers, applied linguistics, and teaching methods.

Finally, there's a need for a National Language Co-ordinating Council--perhaps something like our government's National Science Foundation--to bring some order to our crazy-quilt of language programs. This would include representatives from Government, the academic world, private industry, the foundations, and citizens' groups.

It ought, for one thing, to establish a National Language Reserve Corps to provide training and incentives for keeping up proficiency in languages of strategic importance and for acquiring new ones. Citizens who are economy-minded would be distressed to realize how many tens of thousands of dollars have been lost during the past 20 years through the failure to furnish refresher courses to people trained at considerable Government expense in such difficult tongues as Russian, Chinese, Arabic, or Polish. With languages, it is "hard come, easy go." The idea of "citizens' language practice centers," operated by academic and civic groups, also is worth thinking about.

If this type of blueprint would be accepted and implemented, within a generation or so America could be bilingual.

## CAREER EDUCATION AWARDS

The Board of Trustees of the National Institute of Public Affairs (NIPA) has invited the Central Intelligence Agency to submit nominations for the third annual Career Education Awards Program. NIPA has requested that they receive the nominations for the 1965-66 academic year by 1 February.

The Career Education Awards Program offers an exceptional opportunity to broaden the outlook and deepen the understanding of capable young career men and women in State and Federal public service who have potential for high-level policy and management positions. It seeks to encourage early identification and rapid development of top program and staff personnel.

This program is not a substitute for intensive training in Agency operations and other activities having the same general objectives. Its purpose is to complement and assist an agency in those efforts by providing occasions for the kind of education that agencies usually are not well equipped to offer.

The Career Education Awards Program now involves five outstanding universities -- Chicago, Harvard, Princeton, Stanford, and Virginia. About seven to ten award winners attend each of these institutions for one academic year. Without regard to traditional academic requirements, each person selects a study program specifically tailored to the needs of his prospective assignment in his State or Federal agency or department. With faculty advice, he chooses from the regular graduate courses and also participates in special seminars and other educational activities.



The program is for younger career officials with from 5 to 10 years of civilian public service. The normal age range is from 28 to 35. Federal nominees should be in positions classified at about GS-12 through 14 and employees of state and local governments should be at comparable levels. Each should have demonstrated a capacity for eventual promotion to higher positions demanding progressively greater policy making and executive responsibilities.

Award winners must have a bachelor's degree and meet the admission requirements of the universities they attend. At least a B+ average is usually expected in their undergraduate work.

Direct application by individuals to NIPA cannot be accepted, for awards are made only through nomination by the Agency. Final selections for nomination from CIA are made within the Agency's Training Selection Board mechanism. Interested supervisors should inquire of Senior Training Officers about nomination details. Last year three employees were nominated by the Agency and NIPA selected two of these among the forty-five Federal and State employees awarded fellowships in nation-wide competition.

EDITOR'S NOTE: An article on the Career Education Awards was presented in the January-February 1963 OTR Bulletin, page 11-14, when it was first sponsored by the National Institute of Public Affairs.

# SPRING SEMESTER OFF-CAMPUS PROGRAM

Nine courses are being scheduled by George Washington University for the spring semester of the Off-Campus Program for CIA employees beginning the week of 8 February. Registration will be held on Friday, 29 January and Monday, 1 February from 1:00 - 4:00 p.m. in Room 1A-07 Headquarters Building. All classes except for Math 6 will be held at Headquarters Building from 5:45 - 8:15 p.m. Tuition is \$81.00 (\$27.00 per semester hour) and attendance is limited to overt employees of the Agency.

- |          |   |
|----------|---|
| Anthro 1 | Man, Culture and Society I*      3 credit hours<br>(The physical evaluation of man and the origins and development of culture, including a survey of the topic divisions of the field.) <u>Wednesdays</u> |
|          | *Anthropology 1 and Sociology 2 combine to make a year course, which is prerequisite to all other courses in Sociology and Anthropology.  |
| Eng 72   | Introduction to American Literature      3 credit hours<br>(A historical survey from the Civil War to the present.) <u>Tuesdays</u>   |
|          | Prerequisite: English 1 or 1X (English Composition).  |
| Hist 40  | The Development of European Civilization in its World Context 3 credit hours<br>(The political, social, economic, and cultural history of the Old World from 1715 to the present.) <u>Thursdays</u>       |

History 39-40 is prerequisite to History courses 109 through 152 and 187 through 196. Either History 39-40 or 71-72 is prerequisite to History courses 161 through 166.

Hist 150      European Diplomatic History      3 credit hours  
(Background of the European state system and of diplomatic practices and relations since the Congress of Vienna, with emphasis on the policies and actions of the great powers and their statesmen since 1878.) Tuesdays

Prerequisite: History 39-40.

Math 6      Plane Trigonometry      3 credit hours  
Prerequisite: two years of high school algebra and one year of high school geometry, or Mathematics 3 (College Algebra). Tuesdays

Pol Sci 9      Government of the United States 3 credit hours  
(Structure, powers, and operation of the Federal Government; Congress, the President, and the Supreme Court; elections, political parties, and pressure groups.) Tuesdays

Pol. Sci. 9-10 is prerequisite to all Political Science courses from 107-200.

Psych 8      Psychology of Adjustment      3 credit hours  
(Processes involved in the total adjustment of the individual with emphasis on social environment; development in the individual of adjustment techniques.) Wednesdays

Prerequisite: Psychology 1.

Psych 151      Social Psychology      3 credit hours  
(The social foundations of attitudes and behavior. Individual adjustment to group situations such as the family, school, fraternity, and occupation. The psychological basis of race prejudice, nationalism and war.) Thursdays

Prerequisite: Psychology 1.

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This course is planned primarily for graduate students. It is open, with the approval of the officer of instruction, to qualified seniors.

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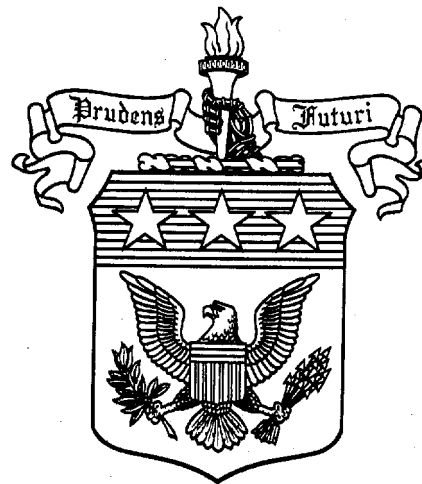
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# ARMY WAR COLLEGE

Editor's Note: This is the seventh in a series of articles on the Senior Defense Colleges, Senior Seminar in Foreign Policy and the Advanced Management Program (AMP) at Harvard. AMP will appear in the January 1965 OTR Bulletin.

The Army War College located at Carlisle Barracks, Pennsylvania, is the Army's senior educational institution. It was founded in 1901 at the instigation of Secretary of War Elihu Root and was initially located at 20 Jackson Place, N. W., Washington, D. C. In June 1907 the College moved to Washington Barracks, D. C. --now Fort Lesley J. McNair. (Classes were temporarily suspended from 1917-1920 and from 1940-1950.) When classes were resumed in 1950, the College was relocated at Fort Leavenworth, Kansas. In July 1951 the College moved to its present location at Carlisle Barracks.



The mission of the Army War College is "to prepare senior officers for command and high-level staff duties, with emphasis on Army doctrine and operations and to advance interdepartmental and interservice understanding." The course is at the postgraduate level and is based primarily on a system of written solutions to broad problems. It is

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covered by lectures, prescribed reading, role playing in simulated committees, student exchange, seminars, question and answer periods, research, and by presentation of a paper on a subject closely aligned to a topic covered in the following courses:

- Course 1 -- The World Environment and International Relations (Approx. 3 1/2 weeks)
- Course 2 -- The United States and the North Atlantic Community (Approx. 7 1/2 weeks)
- Course 3 -- The Communist Powers (Approx. 3 1/2 weeks)
- Course 4 -- The Developing Areas (Approx. 4 1/2 weeks)
- Course 5 -- Management of United States Military Power (4 weeks)
- Course 6 -- Strategic Military Concepts and Capabilities (Approx. 5 1/2 weeks)
- Course 7 -- Science, Technology, and Future Military Power (4 weeks)
- Course 8 -- United States National Strategy and a Supporting Military Program (6 weeks)

In the Class of 1963-64 there were 202 students of which 167 were Army officers. The balance of the class was made up of officers from the United States Air Force, Navy, Marine Corps, and of civilian representatives from CIA, State, USIA, and Department of Army.

CIA's quota for the AWC is one each year. (It had been two until 1959.) The Agency's nominee must be between 35 and 45 years of age, Grade GS-14 or higher, and must have Top Secret and "Q" clearances. It is recommended that he have at least five years of Agency experience and it is to his advantage that he is able to communicate effectively both orally and in writing. It is important to CIA that its representative have both experience and ability to present clearly and convincingly the Agency's role in the intelligence community and in the Federal Government. As a matter of interest to

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our readers the average grade of CIA representatives, based on the last twelve years, is GS-14; the average length of Agency experience before attending AWC is 8.6 years; and the 19 representatives so far have been selected from the four major components.

Responsibility for presenting names of candidates for the AWC rests within each Directorate. These are sent to the Training Selection Board (TSB) about a year in advance of the course (Directorates are notified as to the date these nominations are due). The role of the TSB is to consider the background of the nominees from all Directorates and in its screening process, to call in the nominees for a personal interview. (This procedure, for obvious reasons, is waived in the case of nominees who are not available for such an interview. The fact that the person is not available is no deterrent to final selection.)

The TSB submits the name of the principal choice to the DDCI for his approval. The successful candidate is notified by TSB through liaison channels. TSB also notifies those who were not successful in the competition. Failure to be chosen one year does not preclude nomination for another year, nor does it preclude a person's being nominated for another Senior Defense School or program of that caliber.

Agency representatives have found the AWC year a very profitable one professionally. Both verbal and written reports attest to benefits from the opportunities that accompany a sabbatical leave. A recent participant has this to say about his ten months at AWC:

"...a student gains expanded knowledge, improved skills, and broadened experience. The central theme of the curriculum--the design of a national strategy and a supporting military program--provides a framework for acquiring information, developing aptitudes in management, and in adding to one's power of judgment. The study of specific problems of U. S. national security provided an opportunity for learning beyond the areas of my previous substantive background. As a student I was compelled to develop a keener sensitivity for key facts and sources on substantive matters and greater finesse in work programing. Of considerable, if not equal importance, was the knowledge acquired of the

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structure and procedures of decision making in the Federal Government. This was gained not so much by directed study as by voluntary research and investigation through such devices as experience in committee sessions simulating NSC-level operations, conversations with students and faculty members who have held positions in policy-making bodies, and questioning of guest lecturers and seminar participants.

"This form of sabbatical year gives one an opportunity to read widely, reflect at length, exchange views and develop new perspectives. Moreover, it provides occasion to consider issues of national significance, to ponder questions of personal or public philosophy, to delve deeply into problems of individual interest and to develop hypotheses or solutions entirely on one's own. . .

"Agency representation at the Army War College involves a number of considerations beyond the value derived from employee training. The furthering of interagency cooperation and coordination is the most important of these considerations. Since cooperation and coordination depend on a meeting of mind which in turn stems from an understanding of functions, interests and attitudes, and exchange of views, a sort of interpersonal education is involved. The War College is the locus of such cross-fertilization of ideas on a wide range of subjects. It is therefore a most appropriate place for the Agency to get across to an influential segment of military careerists important information as to the Agency's role in the Federal Government."

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# DEVELOPING PATTERNS IN SUPERVISION

## Orientation of Supervision

When first-line supervisors are asked what they have found to be the best pattern of supervision to get results, a substantial proportion will place primary emphasis on getting out production. By this they mean seeing that workers are using the proper methods, are sticking to their work, and are getting a satisfactory volume of work done. Other supervisors, whom we have called employee-centered, report that they get the best results when they place primary emphasis on the human problems of their workers. The employee-centered supervisor endeavors to build a team of people who cooperate and work well together. He not only trains people to do their present job well but tends to train them for the next higher job. He is interested in helping them with their problems on the job and off the job. He is friendly and supportive, rather than punitive and threatening.



Higher levels of management, in discussing how they want their first line supervisors to supervise, tend to place more emphasis on the production-centered approach as the best way to get results than do supervisors. Workers, on the other hand, tend to place less.

But which orientation yields the best results? A variety of studies in widely different industries show that supervisors who are getting the best production, the best motivation, and the highest levels of worker satisfaction, are employee-centered appreciably more often than production-centered.

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There is an important point to be added to this finding: those employee-centered supervisors who get the best results tend to recognize that getting production is also one of their major responsibilities.

Closeness of Supervision

Related to orientation of supervision is closeness of supervision. Close supervision may be practiced because of low productivity but it is clear also that it causes low productivity. In one company it was found that switching managers of high- and low-production divisions resulted in the high-production managers' raising the productivity of the low-production divisions at a faster rate while the former high-production divisions slipped under the low-production managers. Supervisors, as they are shifted from job to job, tend to carry with them and to maintain their habitual attitudes toward the supervisory process and toward their subordinates.

Workers under bosses who supervise closely have a less favorable attitude toward their bosses than do workers who are supervised more generally.

High Cost of Production-centered Supervision

People will produce at relatively high levels when the techniques of production are efficient, the pressures for production are great, the controls and inspections are relatively tight, and the economic rewards and penalties are sufficiently large. But such production is accompanied by attitudes which tend to result in higher absence and turnover, increased grievances, work stoppages and the like. It also is accompanied by communication blocks and restrictions. All of these developments tend to affect adversely the operation of any organization. Restricted communications, for example, tend to result in decisions based on misinformation or a lack of information.

Initiative and Participation

Supervisors report in interviews that people are less willing to accept pressure and close supervision today than was the case a decade or two ago. For example, one supervisor said: "Girls want to, and do express themselves more today

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than when I started to work. In the past girls were more cringing and pliable, but not now. We get a great many girls who have had no restraints at home and we have to do the teaching. "

The trend in our schools, in our homes, and in our communities is toward giving the individual greater freedom and initiative. There are fewer direct, unexplained orders in schools and homes, and youngsters are participating increasingly in decisions which affect them. These fundamental changes in society create expectations among employees as to how they should be treated. These expectations profoundly affect employee attitudes. If experience falls short of expectations, unfavorable attitudes occur.

The cultural changes occurring in the United States in the next few decades will probably make people expect even greater opportunities for initiative and participation than is now the case.

Integrated Approach

There are important advantages to be gained if the resources of the production-centered approach and the employee-centered approach can be combined.

This kind of supervision can result in high production with high morale, high satisfactions and high motivation. Here the nature of the morale can be characterized as "the will to achieve." Most people would agree that this is the kind of supervision which is desired.

Current Thinking

Research findings have clearly demonstrated that there is no set of specific supervisory practices which is the right or the best way to supervise. A way of supervising which may yield the best results in one specific situation may produce poor results in a different situation. The behavior of the superior is not the only variable which determines the subordinate's response. The subordinate's response is also determined by what he has learned to expect. Consequently, the response of the subordinate to the behavior of the supervisor will be influenced by the "culture" of the organization and the expectations of the subordinate. To help superiors

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meet the problems created by this major finding, research is providing evidence as to general principles which can serve as guides to the most appropriate way to supervise in a given situation. Moreover, it is also providing rapid and efficient methods of measuring what the culture and expectations are in any given unit.

With regard to methods of supervision, current thinking and practice would have each superior dealing with each subordinate on a man-to-man basis. From a theoretical point of view, however, supervising each work group primarily as a group rather than relying on the man-to-man pattern should result in an appreciable improvement in performance. There is an important and increasing body of research findings which indicates that group methods of supervision result in higher productivity, greater job satisfaction, and greater motivation than are obtained with the man-to-man pattern.

Research findings indicate that high group loyalty has an important influence upon performance at all levels in the organization. The data show that high group loyalty coupled with high production goals in the work group result in high productivity, accompanied by high job satisfaction and a feeling of working under little pressure. The data also show that in the work groups with high group loyalty there is better communication between supervisors and those supervised and each has a better understanding of the other's points of view.

NOTE: Patterns in supervision are examined in detail in OTR's courses in Supervision (for GS 5-10) and Management (for GS 11-14). The next running of the course on Supervision is from 1 - 5 February; the course in Management is scheduled for 10 - 15 February.

# NON-AGENCY TRAINING

In this section on Non-Agency Training there is information on courses or programs of possible interest in the professional development of Agency employees. The fact that a course or program appears here does not necessarily mean the Agency will pay for an employee's attending it. Agency sponsorship is based on job-orientation and professional need and requires official approvals. Additional information on these and other external courses and programs is available through the Admissions and Information Branch, Registrar Staff, [REDACTED] extension 3101.

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Application for Agency-sponsorship is made on Form 136, "Request for Training at non-CIA Facility," which is sent through the Training Officer to External Training Branch/RS, 835 Broyhill. Under certain circumstances the application is sent to ETB through the Central Cover Staff. ETB's enrollment deadlines are shown for some of the programs.

An employee who wants to take an external course at his own expense makes his own arrangements in accordance with provisions in [REDACTED] "Unofficial Courses of Instruction."

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MIDCAREER  
COURSE IN  
FOREIGN AFFAIRS  
REPLACED BY  
FOREIGN AFFAIRS  
PROGRAM  
MANAGEMENT  
SEMINAR  
15 Feb - 4 Jun  
(TSB ACTION)

The Foreign Affairs Program Management Seminar replaces the Midcareer Course in Foreign Affairs presented by the Foreign Service Institute. Its initial running will be from 15 February - 4 June 1965.

The seminar is designed to prepare qualified specialists of the Federal Government to assume executive responsibilities at home or abroad by a study of the planning, operation and coordination of the main U.S. foreign affairs programs. It is intended for officers who are to be State Department country desk officers, embassy section chiefs or deputy chiefs, or principal officers at a consular post.

Participation is open to persons in the GS-13 or 14 level; candidates are chosen by the Agency's Training Selection Board.

SAMPLING  
PROCEDURES  
FOR  
RELIABILITY  
TESTING  
8 - 12 Mar

This course, which is conducted by the Army Management Engineering Training Agency, Rock Island Arsenal, Rock Island, Illinois, from 8-12 March 1965, is designed to provide the individual with the knowledge of sampling plans currently utilized in life and reliability testing. Such plans are used to estimate reliability parameters and to demonstrate the conformance of equipments, sub-assemblies and component parts to established reliability requirements. The course is planned for persons occupying positions of Equipment Quality Control Specialists, Inspectors, and Quality Assurance Technicians who are required to administer or evaluate reliability sampling procedures. Enrollees must have successfully completed the Army Management Engineering Training Agency course in Statistical Quality Control or its equivalent.

Nominations should be in ETB not later than 22 January.

SYSTEMS  
AND  
PROCEDURES  
ANALYSIS  
(var.) Feb - Jun

This course, conducted by the Army Management and Engineering Training Agency, Rock Island Arsenal, Rock Island, Illinois, will be held on 8-19 February, 1-12 March, 5-16 April, 3-14 May, and 7-18 June 1965. It consists of a study of the techniques employed

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in analyzing, developing and evaluating systems and procedures. Discussions will include such topics as: Problem identification, work distribution charts, work sampling, forms management, procedure writing, block diagramming and flow process charting, presentation of proposals, and use of general office equipment. The course is designed for personnel who devote a substantial amount of time to the analysis and development of paperwork systems and procedures having considerable scope.

Priority will be given to employees in grades GS-07 and above. ETB should have six weeks advance notice to enroll an employee in the course.

TECHNIQUES  
FOR PROJECT  
MANAGEMENT  
8 - 19 Feb

This course will be conducted from 8-19 February 1965 by the Army Management Engineering Training Agency, Rock Island Arsenal, Rock Island, Illinois. It is designed to enable the enrollee to apply the latest concepts and techniques for planning, coordinating and controlling complex projects (research and development, procurement and production, supply, distribution and maintenance). The importance, interrelationships and application of such subjects as the program definition phase, contractor selection and evaluation, the incentive type contracts, program evaluation and review techniques, including PERT\*/COST, project budget preparation, line of balance technology, and the management of the technical aspects of the project will be covered in detail. (\*Program, Evaluation and Review Techniques)

Nominations should be in ETB six weeks in advance of the course.

INTRODUCTION  
TO SCIENCE  
AND ENGINEERING  
IN GOVERNMENT  
12 - 14 Jan  
12 - 14 Apr

The Civil Service Commission is offering this course on 12-14 January and 12-14 April 1965. This three-day program is designed to give junior-level scientists and engineers an opportunity to gain a perspective on their role and that of their professions within the Federal structure. Subjects to be examined by leading resource personnel from Federal agencies and universities include Federal policy on science and engineering,

the impact of governmental programs upon our society and an overview of the nature, diversity, and organization of government research and development.

The program is intended for junior-level scientists and engineers from GS-05 through GS-11, particularly those who have been in the Federal service less than three years.

Nominations should be in ETB one month in advance of the course.

ADVANCED  
SEMINAR  
IN ADP AND  
TECHNICAL  
INFORMATION  
SYSTEMS  
25 - 28 Jan

The Civil Service Commission is conducting this seminar from 25-28 January 1965. It will explore the various systems approaches involved in the decision to apply automatic data processing to technical information systems. This program will build on the material presented in the two-day Introduction to ADP in Technical Information Systems and will focus on the discussion of actual case histories.

Librarians, archivists, information specialists and others concerned with the storage and retrieval of technical data, GS-09 and above, are eligible for nomination.

Nominations should be in ETB two weeks in advance of the course.

MANAGEMENT OF  
SCIENTIFIC  
AND ENGINEERING  
ORGANIZATIONS  
25 - 29 Jan  
(TSB ACTION)

This program, conducted by the Civil Service Commission from 25-29 January 1965, is designed to increase awareness of the nature and scope of management responsibility and to suggest ways that the technically trained executive may perform more effectively. Emphasis will be placed on the relationships of science and Government and the functions of management in scientific and engineering organizations.

Topics to be covered will include: Management planning for science and engineering programs; formulating and administering science and engineering budgets; direction and development of human resources; communications requirements of modern science and technology;



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management of in-house resource and contract programs; and behavioral science research and its implications for managers of research, development, and other technical programs.

Participation is open to persons GS-15 and above; candidates are chosen by the Agency's Training Selection Board.

DIRECTIVES  
IMPROVEMENT

18 - 19 Jan  
16 - 17 Feb  
16 - 17 Mar

Directives Improvement will be presented by the General Services Administration Institute on 18-19 January, 16-17 February and 16-17 March 1965. The course includes management responsibilities and needs in written communication as well as basic theory and practical application of directives planning, organizing and writing directives, and illustrating and editing directives.

Nominations should be in ETB three weeks in advance of the course.

ECONOMIC  
ANALYSIS  
AND EXECUTIVE  
DECISIONS  
25 - 29 Jan

This institute will be presented by the Civil Service Commission from 25-29 January 1965 for government employees in grade GS-15 and above. It is planned to serve as one means of creating a greater awareness on the part of federal executives of the economic impact of their decisions, and to demonstrate the usefulness of economic methodology in decision-making. The program is especially for career executives who are not specialists in economics.

Nominations should be in ETB not later than 22 December.

THE IMPACT  
OF THE  
ORGANIZATION  
ON THE  
INDIVIDUAL  
1 Apr

This conference, which will be held on 1 April 1965 at the Hotel Roosevelt, New York City, is planned to explore the influence of the large, complex organization on the values, attitudes, and behavior of its members. Contrasting views will be given on the topic, The Conformity Issue in Management, by William Gomberg of the University of Pennsylvania's Wharton School, and

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Leonard Sayles of Columbia University's Graduate School of Business. Margaret Mead will speak on the theme of the conference, The Impact of the Organization on the Individual. Other speakers include Floyd Mann and Robert Katz, both of the University of Michigan. The conference is managed by the New York State School of Industrial and Labor Relations of Cornell University.

ROLE PLAYING:  
ITS APPLICATION  
IN MANAGEMENT  
DEVELOPMENT  
29 - 31 Mar

This is a workshop which will be conducted by Cornell at the Cornell University Conference Center, 7 East 43rd St., New York City on 29, 30, and 31 March 1965. It has been specifically designed for trainers and persons specializing in the field of management education. There will be demonstrations of all of the basic role-playing methods, with discussions concerning the appropriate use of each method in achieving management development objectives.

Emphasis will be on techniques which are applicable in improving interpersonal skills such as coaching, counseling, resolving conflicts, and improving personal effectiveness. Participants will be provided with a comprehensive written outline of role-playing methods. Throughout the workshop there will be ample opportunity for registrants to practice role-playing skills and experiment with a variety of techniques, including doubling, role reversal, mirror techniques, and multiple role playing. The workshop staff will be Norman Maier, Professor of Psychology, University of Michigan; Malcolm E. Shaw, management consultant; and J. L. Moreno, M.D.

EXECUTIVE  
LEADERSHIP  
SKILLS  
9 - 14 May

Executive Leadership Skills is the title of the workshop to be conducted by Cornell from 9-14 May 1965 at the Tarrytown House, Tarrytown, New York. It is designed to assist executives and managers to understand better the impact they make on others, to learn the patterns in which people relate to each other, and to try out new approaches in interpersonal relations. The program will use laboratory sessions in which the executive will be able to learn through direct experience from on-the-spot situations. He will also have the

opportunity to experiment with new approaches in face-to-face communication. In addition to laboratory sessions there will be lectures, discussions, and communication-skills sessions.

Malcolm E. Shaw, a management consultant, and Goodwin Watson, a consulting psychologist, will direct the program.

CONFERENCE  
FOR  
CORPORATION  
EXECUTIVES  
Jan and Mar

On page 11 of the July-August 1964 OTR Bulletin there is a schedule of conferences sponsored by the School of Advanced International Studies, Johns Hopkins University in Washington, D. C. The Registrar Staff has been informed that in light of recent Soviet events the conference on U.S. Relations with the Soviet Bloc has been postponed. The revised schedule for 1965 conferences:

21-22 January 65

Latin America and the  
United States

18-19 March 65

U. S. Relations with the  
Soviet Bloc

CIA receives a limited number of invitations to these meetings; therefore, it is necessary for the External Training Branch to have the application three weeks before the conference is held.

INSTITUTE ON  
MANAGERIAL  
IMPLICATIONS  
OF THE  
EMERGING  
TECHNOLOGY  
8 - 11 Feb

The American University, Center for Technology and Administration will conduct this Institute from 8 - 11 February 1965. The theme will be technology and its relationship to managerial sciences. The Institute is being organized for the administrators-executives whether in government or business; educators; technology managers; research and development directors; production managers; marketing officials; operational and planning staffs. Major topics will include:

Orientation: Process of Technical Change  
Technology and Science  
The Government as a Motivator of Technology

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Technology and Management  
Technology and Education  
Technology and Marketing  
Technology and Production  
Critique: Technology and the Future

Applications to attend should be in ETB two weeks before the Institute begins.

OCCUPATIONAL RADIATION PROTECTION 18 - 29 Jan 1 - 12 Mar 10 - 21 May	Occupational Radiation Protection will be conducted by the Department of Health, Education and Welfare 18-29 January and 10-21 May 1965 in Cincinnati, Ohio, and 1-12 March 1965 in Montgomery, Alabama. It is intended for industrial hygienists, health physicists, and other professional personnel concerned with in-plant radiological health problems. Basic Radiological Health, or equivalent training, is a prerequisite.
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Agenda topics include: sealed sources in medicine and industry; beta and gamma shielding design; leak testing of sealed sources; laboratory design; contamination monitoring and decontamination; sampling, counting, and control of airborne radioactivity; disposition of radioactive wastes; neutron instrumentation, protection, and biological effects; industrial x-ray protection; miscellaneous sources of x-rays; particle accelerator hazards; transportation accidents and regulations; emergency exposure and concentration guides; emergency planning and management; evaluation of radiation exposures; regulatory and administrative aspects.

Nominations should be in ETB one month in advance of the course.

MICROSCOPIC ANALYSIS OF ATMOSPHERIC PARTICULATES 18 - 29 Jan	This course conducted by HEW in Cincinnati, Ohio from 18 to 29 January 1965 is offered for chemists, engineers, and other professional personnel responsible for or interested in identification of airborne particulates. Instruction is given in the applicability of techniques of chemical microscopy to qualitative and quantitative identification of specific particulates. Conventional and polarized light microscopy is emphasized.
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Nominations should be in ETB three weeks in advance of the course.

BASIC RADIOLOGICAL HEALTH 8 - 19 Mar 26 Apr - 7 May 17 - 28 May	This program will be conducted by HEW from 8 to 19 March in Rockville, Maryland, 26 April to 7 May in Cincinnati, Ohio, and 17 to 28 May in Winchester, Massachusetts. It provides professional health personnel with the basic technical knowledge essential to radiological health work. Agenda items include: sources of radiation exposure; atomic structure and radioactivity; radioactive decay; interaction of radiation with matter; biological effects; radiation protection guides; principles of radiation detection; principles of radiation protection; survey and personnel monitoring instruments; laboratory counting instruments; assay of beta and gamma emitters; nuclear reactions, including fission and fusion; and control of radioactive materials.
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Nominations should be in ETB five weeks in advance of the course.

REGISTRATION DATES FOR SPRING SEMESTER AT  
WASHINGTON AREA UNIVERSITIES AND COLLEGES

American University	3-6 February	
Catholic University	22, 25-26 January	--Undergraduate
	27-30 January	--Graduate
	30 January	--Part-time
D. C. Teachers College	1-2 February	
Dunbarton College of Holy Cross	21 January	
George Mason College	1 February	
George Washington University	28-30 January	
Georgetown University	25-26 January	

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Howard University	1 February	--Graduate School, School of social Work and the College of Pharmacy
	1-2 February	All others
University of Maryland	2-5 February	
Montgomery Junior College	30 January	--Part-time day, even- ing and extension students
	1-2 February	--All other day, evening and extension students
Prince George's Community College	5 February	--Full-time students
	6 February	--Part-time students
University of Virginia Northern Virginia Center	18 January-6 February	
U.S. Department of Agriculture, Graduate School	23-30 January	
Johns Hopkins University, School of Advanced In- ternational Studies	1-2 February	

SEVENTH INSTITUTE ON INFORMATION STORAGE AND RETRIEVAL 1 - 4 Feb	The American University, Center for Technology and Administration, announces the Seventh Institute on Information Storage and Retrieval from 1 to 4 February 1965 at the Willard Hotel, Washington, D. C. The theme of the Institute is the testing and evalua- tion of information systems. Persons concerned with the operation of information centers or with de- cisions with respect to choice of operating methods can benefit from attendance. Nominations should be in ETB early inasmuch as heavy enrollment is ex- pected. Paul W. Howerton is Director of the Center for Technology and Administration at American Uni- versity.
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On Request

There is no schedule for the following courses. Instruction can be arranged, however, on request: Albanian, Bulgarian, Czech, Greek, Indonesian, Hungarian, Japanese, Lingala, Polish, Romanian, Serbo-Croatian, Swahili, Turkish, and Vietnamese. Call extension 3271 to schedule instruction.

VOLUNTARY LANGUAGE TRAINING PROGRAM

Spring-Summer Semester (part time)(before and after hrs) 22 Mar - 6 Aug 65

OFF-CAMPUS PROGRAM

February - May 1965 Semester -- Registration 29 January and 1 February.  
See page 14.

Approved For Release 2000/05/05 : CIA-RDP78-03090A000200050008-6

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